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ABSTRACT

The bulletin was written for business and office instructors, coordinators, and other school leaders who are initiating or have already established a local advisory committee to improve vocational education. The bulletin is designed to provide step-by-step guidelines for the effective use of an advisory committee. Introductory material is presented to explain specific advisory committees and to suggest ways an advisory committee can help the local school. Techniques of organization and operation are presented as general suggestions. The bibliography consists of annotated citations, additional resources, and a section on what every chairperson should have. Appendixes include samples of letters of invitation, meeting announcement, and acceptance; an agenda for the first meeting; meeting checklist; minutes recording form; minutes; suggestions for committee handbook; and sample letters and agenda for a second meeting. (Author/LJ)

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BULLETIN 20

Business & Office Education

OHIO DEPARTMENT OF EDUCATION
Division of Vocational Education
Business and Office Education Service
In cooperation with Kent State University

A Manual for Business and Office Education Teachers

ON THE EFFECTIVE USE OF ADVISORY COMMITTEES

VT-102-530

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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EDUCATION

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BYRL R. SHOEMAKER, DIRECTOR
DIVISION OF VOCATIONAL
EDUCATION
907 Ohio Departments Building

TO: Vocational BOE Departments DATE: September 23, 1975

FROM Ted R. Johnson, Assistant Director, Vocational Education
Business and Office Education

SUBJECT: Bulletin #20 -- On the Effective Use Of Advisory Committees

Enclosed is the school copy of Bulletin #20. This bulletin was developed by teachers at a workshop during the summer of 1974.

This bulletin is written for business and office instructors, coordinators, and other school leaders who are initiating or have already established a local advisory committee to help improve vocational education. The bulletin is designed to provide instructors and coordinators with suggested, step-by-step procedures for the effective use of an advisory committee. Even though each section is designed with the instructor in mind, school administrators are needed to provide leadership and support to the advisory committee effort.

Introductory material is presented to explain specific advisory committees and to suggest ways an advisory committee can help the local school. Many of the questions most frequently asked by instructors concerning advisory committees have been answered, with some leeway for local adaptions.

Techniques of organization and operation are presented as general suggestions. These should not be interpreted as adopted standards or as "the only way," but rather serve as the basis for the development of new ideas spurred on by local creativity and needs.

A price list is enclosed in the event that you wish to order additional copies of this bulletin or others that are available.

Have a successful year.

FOREWORD

EDUCATION IS TOO IMPORTANT TO BE LEFT SOLELY TO THE EDUCATORS.

-- Francis Keppel

The Vocational Education Division of the Ohio Department of Education has over a period of years recognized the necessity and the desirability of advisory committees in vocational education. The term "vocational education" means vocational, technical, or adult education which is offered as a part of a local program designed to prepare individuals for gainful employment as skilled workers in various occupations. Therefore, close cooperation between the school and the business/industry community is essential. The most effective way to insure cooperation and coordination is through advisory committees.

The Vocational Education Act of 1963, signed into law on December 18, 1963, provided, for the first time, federal support for the business and office occupations vocational service area. Since that time, business and office programs in Ohio have shown tremendous growth. The future development, expansion, and quality of instruction of business and office programs necessitates an even grater emphasis on the use of local advisory committees.

Vocational education programs need the support of community agencies, organizations, business and industry. Leaders from each of these areas are concerned with the problems affecting education, training, employment, and legislation which will help correct many of our social ills. In addition to the specific duties, suggestions, and procedures outlined in this manual, advisory committee members will talk "vocational education." This will aid community understanding and support for vocational education as well as respect for the school. Educators must strive for a better understanding of this role of advisory committees.

I am pleased with the effort of the Business and Office Education Service to provide these guidelines for the effective use of advisory committees and believe that the material will be of interest and assistance to vocational instructors throughout the state as they proceed with this important phase of public interaction with education.

Byrl R. Shoemaker

Byrl R. Shoemaker, Director
Division of Vocational Education

VT 102530

PREFACE

GREAT THOUGHTS REDUCED TO
PRACTICE BECOME GREAT ACTS.

-- William Hazlitt

Statistics from the U. S. Department of Labor indicate that the demand for trained office workers is growing, and projections indicate an increase in demand for well-trained employees through the coming decade. The largest single source for qualified office workers is our business and office education programs at the secondary level. The contents of this manual will be useful to all persons involved in business and office education programs either at the secondary of post-secondary level who are concerned with improving the relationship between the school and the business community.

This publication presents and illustrates suggested procedures for the effective use of advisory committees in business and office education. The information is presented as suggestions and should not be interpreted as adopted standards or regulations. Here you will find ideas that stimulate initiative and creative thinking which can be adapted to local needs. This manual will prove a valuable reference handbook for all business and office instructors interested in improving advisory committee activity.

I want to express my appreciation to the directors of the workshop, the consultants, and participants for sharing their professional talents and personal experiences with advisory committees.

The formation, organization, and operation of an advisory committee require careful planning on the part of the educator. The instructor is the key to successful advisory committee activity. I am relying on each instructor in business and office education to use this manual as a guide to increase, strengthen, and improve advisory committee activity in each of our programs.

Don E. Potter

Don E. Potter, Assistant Director
Business and Office Education Service

NO PERSON WHO IS ENTHUSIASTIC ABOUT HIS WORK HAS ANYTHING TO FEAR FROM LIFE.

-- Anonymous

ACKNOWLEDGEMENTS

ADVISORY COMMITTEES IN BUSINESS AND OFFICE EDUCATION

Workshop Conducted

at

Kent State University

June 17-28, 1974

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C O N T E N T S

INTRODUCTION	1
ORGANIZATION	7
OPERATION	13
ANNOTATED BIBLIOGRAPHY	21
APPENDIX	39
CERTIFICATE OF APPRECIATION	58

INTRODUCTION

WE ARE MADE WISE NOT BY THE RECOLLECTIONS OF OUR PAST, BUT BY THE RESPONSIBILITIES OF OUR FUTURE.

-- George Bernard Shaw

Long before business and office education was recognized as a vocational service area, many business educators were focusing attention on improved communications between school, business, and industry. The concern included more than obtaining entry level positions for high school graduates, of course. This informal communication provided educators with information regarding equipment and curricular needs.

It is good that many departments have maintained this effective communication with business throughout the years. Today a more formal approach to communications is followed, in the form of advisory committees.

This bulletin is written for business and office instructors, coordinators, and other school leaders who are initiating or have already established a local advisory committee to help improve vocational education. The bulletin is designed to provide instructors and coordinators with suggested, step-by-step procedures for the effective use of an advisory committee. Even though each section is designed with the instructor in mind, school administrators are needed to provide leadership and support to the advisory committee effort.

Introductory material is presented to explain specific advisory committees and to suggest ways an advisory committee can help the local school. Many of the questions most frequently asked by instructors concerning advisory committees have been answered, with some leeway for local adaptions.

Techniques of organization and operation are presented as general suggestions. These should not be interpreted as adopted standards or as "the only way," but rather serve as the basis for the development of new ideas spurred on by local creativity and needs.

A thorough review of the literature resulted in a complete, annotated bibliography. As a note of explanation, the last section of the bibliography was not annotated because the references were not available to workshop participants. Perhaps these references can be obtained locally.

The samples illustrated in the appendix indicate each step of advisory committee activity. Everything is included, from the original letter of invitation through methods of recognition for advisory committee members. To repeat, the information contained in the appendix is offered as suggestions. Adjustments can be made to provide the ingredients necessary for a successful, local program.

As is pointed out in the bulletin, it is the educator's responsibility to establish an advisory committee. It is said that Thomas Edison tried more than 200 different substances in attempting to find a filament for his incandescent bulb. Someone once said to him, "You have failed more than 200 times; why don't you give up?" His answer was, "Not at all. I have discovered more than 200 things that will not work. I will soon find one that will."

Today more than ever, Ohio needs more business and office education instructors with an attitude such as Edison's. Why not have an advisory committee? "Well I had one meeting...." "Administration doesn't want it...." "Committee quit...." "Members won't attend...." These are far from 200 reasons why not to have an advisory committee, but the message is clear. This bulletin will help educators find the "substance" to establish a meaningful, effective advisory committee.

PROGRAM ADVISORY COMMITTEE

An advisory committee should be formed for each specific program:

a. Clerk-typist
b. Stenography
c. Data processing
d. Accounting and computing

Let's look a little more closely at a school which has the following programs:

a. One section of clerk-typist--junior year section
b. Two units of stenography--one junior section and one senior section
c. Two sections of data processing--one junior section and one senior section

How many advisory committees are necessary for the offerings in this school? The answer is three. The clerk-typist program has only one advisory committee. Although the stenography program has two sections, only <u>one</u> advisory committee needs to be established. The same would hold true for the data processing program--only <u>one</u> advisory committee is needed.

As another example, a comprehensive high school has four sections of stenography in the business department. However, only one advisory committee is needed for the stenography program. In specialized stenographic programs, such as legal or medical secretary, it is necessary to have an advisory committee for each program. A cooperative office education program would have an advisory committee for its program as well. If there are two cooperative office education programs in the same school, only one advisory committee is necessary, though it would be possible to have a committee for each section. When considering the number of separate committees, one must consider the uniqueness or similarity of each program and the availability of committee members and strive for a total advisory committee that will provide needed assistance yet remain manageable.

HERE'S WHAT AN ADVISORY COMMITTEE CAN DO. . .

Based on case studies, on documented opinions of people in the business community, and on the experiences of instructors statewide, advisory committees are seen as a very positive force in vocational education. Among its many advantages, an advisory committee

- Serves as a source of positive information (public relations)
- Assists with job placement
- Arranges for speakers
- Evaluates program needs
- Contributes equipment, supplies, brochures, pamphlets, or literature to the program
- Arranges field trips
- Helps keep the curriculum current
- Provides scholarships and other financial assistance for outstanding graduates
- Helps maintain a realistic program through specialized dictation materials, spelling aides, and equipment terminology
- Assists in youth club activities
- Assists with bid specifications for equipment

- Assists with departmental design and laboratory layout
- Will be helpful with inventory control and preventive maintenance procedure
- Assists with the preparation and review of department's budget
- Provides work experience opportunities for teachers
- Helps establish realistic standards for graduates
- Participates in the development of competency-based tests for entry level employment
- Assists with vocational and technical information on career days
- Shares projection of employment outlook
- Plans special events (Several schools in Ohio have initiated a student-intern or secretary for the day program.)
- Provides evidence that business is supporting the business and office education program by providing entry level positions for graduates

This is not intended to appear as a complete list; the above items are just some of the ways an advisory committee could benefit a program.

Several citizens "tell it like it is":

> I want to be able to tell my family, my friends, and my associates that I have been selected to help develop an important educational activity which is going to benefit my community, my school system, and my company. I would like to brag just a little bit because I have been recognized not only as an authority in the field in which I am earning a living, but also because I have some knowledge and understanding of the field of education.[1]

---

[1]Samuel M. Burt, "The Volunteer in Vocational Education," Staff Paper (Kalamazoo, Michigan: The W. E. Upjohn Institute for Employment Research, 1969), p. 3.

An advisory committee member from an Akron industrial office says

> I enjoy working with people and find serving on advisory committees very rewarding....I also feel a responsibility in letting education know what we at Goodyear expect of students in the business and office education programs....This provides an opportunity for sharing items of mutual interest.... I would like to see school administartors attend meetings....[2]

A supervisor from the Dayton, Ohio, area related one businessman's viewpoints:

> As a committee member, I feel I can give assistance and support to local school personnel in selecting supplies and equipment and can provide job opportunities for graduates. I would expect meetings to be meaningful and to provide an opportunity for discussing items. In order that I may serve the school effectively, I feel that I need to be given a clear understanding of my duties and responsibilities as a member.[3]

As can be seen from the preceding statements, most people are anxious to serve on advisory committees; they have stated what they expect; and they can be invaluable in giving sound recommendations for business and office education programs.

Advisory committee members should be considered friends and supporters of the program. A poorly used committee is worse than no committee at all. When the local advisory committee role is not filled, the school, the community, and the student are denied the maximum knowledge that springs from the interaction of those who educate, train, and hire.

The main points to be made about advisory committees are that they are unique in their ability to provide occupational information and help for vocational education programs; their organization, name and function can be tailored to specific situations and needs; and their

---

[2]Dorothy Hagenbaugh, Workshop Consultant

[3]Dennis Devine, Workshop Consultant

value has long been established. An advisory committee doesn't automatically guarantee a successful program, nor will it follow that a committee will function without problems and conflict. But a school and its representative, realistically prepared and aware of what such a lay group can contribute, can draw from the experience that which is required to build and maintain good, sound programs.[4]

Finally, the suggestions presented in this manual may not work in all school systems, but will introduce some ways of creating better working relationships between school and community which can be modified to fit the reader's situation.

The time is right for business and office education instructors and coordinators to take the leadership role in the effective use of advisory committees. There is no substitute for present leadership!

---

[4]W. R. Miller, et al., The Advisory Committee and Vocational Education. Washington, D. C.: American Vocational Association, 1969, p. 45.

THAT MAN PROVES HIS WORTH WHO CAN MAKE US LISTEN WHEN HE IS WITH US, AND THINK WHEN HE HAS GONE.

-- E. H. Schell

ORGANIZATION

MEMBERS	8
LENGTH OF TERM	9
LIMITATIONS	9
MEETINGS	10
INVITATIONS	10
RESPONSIBILITY	11
A FINAL COMMENT	12

MEMBERS

Advisory committees should consist of individuals directly involved in the occupational area of the program. In obtaining names of prospective members, one may seek assistance from local organizations such as Chamber of Commerce, professional assiciations, community, social, or civic groups, or rely on business and personal contacts of one's own or of other instructors and school administrators.

The committee should consist of educators, business persons, and office personnel. In addition to the instructor of the program, the educators may be other instructors, administrators, or counselors. The business representatives may be selected from a wide variety of sources; for example, members of professional associations, accounting, legal, or medical associations, service organizations, news media, community, social, or civic groups, banking and financial institutions, employment service offices, government offices, industrial offices, or transportation companies. A former student, one actively involved in the selected occupational area, is a possible representative of office personnel.

Certain qualifications are desirable. The ideal member should possess enthusiasm about working with people, a willingness to help young people, an interest in education and especially in the vocational program, the ability to understand and analyze situations and to articulate these situations and ideas to the community. In addition to these important characteristics, the prospective member must be a cooperative, responsible, civic-minded individual of high integrity, and must have the time to attend meetings. The school representative must be a fair, tactful, community-minded person who exercises good judgment.

The number of committee members depends upon the local situation. The availability of committee members and the uniqueness of the program will determine the size of the committee. Although there is no consensus as to the exact number to be appointed, it is recommended that an advisory committee consists of nine members. Of this nine, there should be a maximum of two educators and seven business-persons and office personnel. If there are more than two instructors in the program, it is strongly recommended that other instructors attend the meetings ex officio. Counselors, supervisors, directors, principals, and superintendents may be invited as ex officio members. If a committee member has completed a three-year term and wants to attend future meetings, this person may be included for consultation in an ex officio capacity. Attendance at the meetings and active participation are essential.

LENGTH OF TERM

For the first year, in establishing the initial advisory committee, all nine members will be appointed for a one-year term.

For the second year, approximately two thirds of the original committee may be asked to serve a second term as second-year members; and approximately one third of the members will be newly appointed for a one-year term as first-year members.

For the third year, approximately two thirds of the previous year's committee will serve the second and third terms as two- or three-year members; and approximately one third will be appointed as new members to serve their first term as first-year members to bring the total number to nine.

Thereafter, continue to appoint and rotate members as described above.

After a member has served a three-year term, he may continue to serve as a regular member or continue in an ex officio capacity at the request of the instructor; that is, if the member's willingness, attendance at meetings, and performance are satisfactory.

If a member cannot serve his entire term, a letter of resignation should be submitted to the chairperson as soon as possible. The chairperson is responsible for filling the vacancy in accordance with the original standards established for committee members. Selection and responsibilities of the chairperson are explained in the operation section which follows.

LIMITATIONS

Prior to extending the invitation, the composition of the advisory committee, including names, positions, and affiliations, should be submitted to the local supervisor and administrator for approval. When the invitation is extended, it is the responsibility of the instructor to emphasize that, although the advisory committee has no administrative authority, the members are to advise and to offer their expertise in their occupations through recommendations.

MEETINGS

The most convenient time for an advisory committee to meet formally should be determined through polling the

committee members. The meeting place should be selected at the discretion of the instructor; it is suggested, however, that the majority of the meetings be held in the business and office education laboratory. "On location" meetings provide an opportunity for members to gain insight into the actual conditions and circumstances in which education takes place. The length of the meeting will be determined by the agenda; ideally, no meeting should last more than one and one-half hour.

To have an effective committee, it is suggested that meetings be held at least twice a year. However, the frequency of meetings is dependent upon the individual situation. Having only two meetings a year may tend to alienate some committee members. Members need to believe they are fulfilling a meaningful and necessary role. For a program that is operating smoothly, the committee would not meet as frequently as one in the initial stage of formation. The committee should meet at least once a month during the planning stages of a new program and throughout the first year of operation or at least until the program is operating smoothly. It is important to meet only when there is business to transact.

In addition to formal meetings, the instructor may confer informally with one or more members of the committee whenever a situation arises requiring outside assistance. This informal use of committee members offers infinite possibilities for bringing additional ideas to the program.

INVITATIONS

Two different approaches may be used in extending an invitation to serve on the advisory committee. One method is to telephone or to visit personally the prospective member, requesting his participation. This step would be followed by a formal letter of invitation. Another method is to first issue the letter of invitation and then, upon acceptance by the prospective member, make a personal visit or telephone call.

Although it may be the instructor's responsibility to initiate the advisory committee, an invitation to serve on the committee should come from the superintendent of schools or a designated representative. This procedure has two advantages: first, it illustrates that this important request has the support of the school administration; and, second, it illustrates that the advisory committee is not trying to assume power or authority which belongs to the board of education.

The letter of invitation will create the first written impression for the prospective member. Because it is representing a business and office education program, the letter should be presented in correct business form and be a clear, effective letter typed on school stationery. It is advisable to include an information sheet for the response. If the reply is not received within a reasonable length of time, follow through with a telephone call or a personal visit.

RESPONSIBILITY

As indicated earlier in this manual, business and industry have demonstrated an interest in providing assistance to schools for the improvement and expansion of vocational education. It is the responsibility of the educators to organize and provide leadership and encouragement in such a way that meaningful involvement will be possible.

It has been established that the effective use of advisory committees is the schools' best means of keeping in tune with the needs of society. The educational staff must work cooperatively with the community in order that educational procedures maintain the highest degree of relevancy.

Since the responsibility for the initial formulation of an advisory committee varies from system to system, it will be expected of the instructor to follow the procedures required by the school. In some school systems, advisory committee activity is expected. On the other hand, some schools have not as yet implemented an advisory committee plan. In either case, cooperation is essential and the instructor is encouraged to implement the administrative procedures as outlined. If the administrative procedures are such that another office or person will initiate advisory committee activity, the instructor must be ready to provide input, supply names, and make other suggestions as required. This manual will be of considerable help.

The success of each program will depend upon close cooperation within the school system as well as with the community. The successful school system strives for internal and external cooperation. Both administrative staff and instructional personnel effort are needed for successful advisory committee activity.

A FINAL COMMENT

We have recommended that an advisory committee be established for each specific program. Each of the specific committees could be organized into one general

committee for the entire business and office education department. This does not mean each specific committee would lose its identity, nor that the general committee would serve the department in its entirety. The implication here is that there may be times when it would be desirable to meet in a total group, e.g., special announcements, introductions, orientation, action required by all. In other words, the general advisory committee (members from each specific program committee) would meet for perhaps the first 15 to 20 minutes, and the remainder of the meeting would be devoted to specific programs. Each specific committee would continue with its own meeting and deal with the concerns of that specific occupation.

Having an advisory committee doesn't guarantee a successful program. Nor does it guarantee that all questions will be answered without problems. It will, however, guarantee an opportunity for school personnel and lay personnel to share ideas and build a strong, sound foundation for each of the business and office education programs.

The instructor-coordinator has the unique responsibility to work toward the ideals suggested in this manual, within the realities of the postindustrial age.

For examples and illustrations of the topics presented in this section, refer to the appendix which begins on page 39. These examples may be adapted to local situations.

WHAT IS DONE IN OUR CLASSROOM TODAY WILL BE REFLECTED IN THE SUCCESSES OR FAILURES OF CIVILIZATION TOMORROW.

- - L. C. Baxter

CHAIRPERSON	14
LIMITATIONS	15
AGENDA	15
MEETINGS	16
RECORDER	17
MINUTES	18
DUPLICATION OF MINUTES	18
DIRECTORY	19
INFORMATION FLOW	19
APPRECIATION	20

OPERATION

Successful advisory committee activity requires thoughtful planning, careful management, and effort on the part of all of those involved. This portion of the bulletin provides many ideas that will reduce the amount of effort required of the educator as well as promote successful meetings. Again, the reader is referred to the appendix for illustrations of each of the topics discussed.

CHAIRPERSON

The instructor organizing the advisory committee should act as chairperson for the initial meeting. At this meeting, a permanent chairperson should be selected by the committee. It is recommended that the instructor be appointed to this position of permanent chairperson since he is more directly involved with the program.

Since the advisory committee represents the best interests of both the school and the community, the chairperson is the communications link between administrative policy and committee activity. It becomes the duty of the chairperson to see that the committee serves the program and the school by performing its primary function--that is, to advise--effectively.

To accomplish this purpose, the chairperson must

- Assume the responsibility of seeing that members are notified of the meeting date, time, and place
- Provide all members with an agenda prior to the meeting
- Conduct meetings in a business like manner
- Follow the prepared agenda
- Be sure the committee understands its purpose
- Confer with the recorder to insure the recording of accurate minutes
- Let the committee members do their jobs--don't try to do the work for them
- See that the committee works as a team

. Make periodic checks on progress of work assignments and reports to be completed prior to the next meeting

. Follow through on committee recommendations and report back on the action taken

LIMITATIONS

The word "committee" implies investigation and obligation to the community without the inclusion of legislative or administrative responsibilities. The activities of the advisory committee may extend beyond merely giving advice, but it should be kept in mind that the committee was not created to assume the authority of the board of education or the administration. The committee has no authority to delegate or legislate.

AGENDA

The committee members must be adequately prepared for each meeting. An agenda should be prepared and sent to each member about two weeks prior to the meeting.

For the first meeting, this agenda will probably be prepared by the instructor, acting as chairperson, with possible assistance from other personnel in the department. The items on this agenda usually include the introduction of committee members and school persons, familiarization with school policies, visitation of the business and office education facilities, program description, and a review of the functions of the advisory committee.

The agenda for subsequent meetings will be prepared by the designated chairperson, and will vary according to the needs of the program. The items may be current problems of the program or topics and projects recommended at a previous meeting.

The topics for the agenda may be recommended by the instructor(s) of the program, members of the committee, or the school administrators.

Some topics for consideration might be

. Getting acquainted with vocational education--emphasis on BOE

. Duties and responsibilities of advisory committee members.

- Curriculum development
- Unfinished business from a previous meeting
- Reports or assignments from a previous meeting
- Placement of students
- Occupational requirements
- Technological changes
- Assistance with surveys on employment, equipment, and the like
- Equipment needs
- Awards to students
- Program expansion or changes
- Supplemental training
- Work experience for teachers
- Textbook review

MEETINGS

Once the committee is formed, it is the responsibility of the chairperson to organize the meetings. A letter should be sent, informing each member of the time and place of the meeting. An agenda, as well as other pertinent information, should be enclosed. This procedure should be completed approximately two weeks prior to each meeting so that the members can arrange to be present.

As a follow-up to this letter, each committee member should be called a day or two prior to the actual meeting date as a reminder and for confirmation of attendance.

The chairperson must be certain that all arrangements have been made for the meeting: parking, guides, signs, floor plans, meeting room preparations (name tags, place cards, notebooks, pencils, note pads), resource materials, resource persons and refreshments. If special reports are to be given that require audio-visual or other special equipment, be certain that this equipment is in place and in working order. Of course, the chairperson has prepared for the meeting so that accurate information can be supplied as required.

It is recommended that refreshments be served at the committee meetings. However, the cost should not always be paid by the instructor(s). Some suggestions are to check with school administrators to see if there is a fund available for this purpose, have the food service program provide refreshments, have members of the committee contribute, or set aside a portion of student organization funds for this purpose.

When the people have arrived for the meeting, the chairperson should

- Begin the meeting on time--time is a valuable commodity to both businesspeople and educators.
- See that the agenda is followed.
- Have the committee select a chairperson and a recorder (first meeting only unless these duties are rotated).
- Introduce committee members, guests, resource persons, and members of administration who are present.
- Conduct the meeting so that committee recommendations will be in line with school policies.
- End the meeting at the designated time--unless there is something vital being considered and the members determine that additional time is needed.

RECORDER

The position of recorder may be held by either a member of the advisory committee or another instructor in the business and office education program. It is recommended that an instructor be appointed to this position. To simplify matters, the recorder should serve for the entire year. Remember, advisory committee members serve on a voluntary basis; therefore, they should not be expected to carry out long, detailed work assignments.

The recorder is responsible for

- Taking minutes of each meeting
- Recording attendance of advisory committee members

. Recording attendance of ex officio members and guests

. Duplicating minutes and other materials for all advisory committee members, administration, and faculty members involved with the committee

. Distributing minutes and related materials as soon as possible after each meeting

A separate folder containing copies of all notices of meetings, a listing of those to whom notices were sent, and drafts of resolutions should be kept for each meeting. The name and date of the meeting should be noted on the tab or cover. After the meeting is over, a completed copy of the agenda and minutes should be added to the folder, which will serve as a permanent record. This folder should be available at each meeting.

MINUTES

Minutes of a meeting serve as a record of transactions. Exact notes of an advisory committee meeting are generally not necessary. In taking notes at a meeting, do not attempt to put everything down, but do take important statements in full.

Minutes should include

. The title of the committee

. The time, date, and place of the meeting

. The members present

. The members absent

. The names of ex officio members and guests present

. A clear, concise, complete report of all transactions, arranged in an order that follows the agenda

. The time, place, and date of the next meeting

. The closing time of the meeting

DUPLICATION OF MEETING MINUTES

Minutes should be typed and duplicated after the meeting, preferably within two weeks. Enough copies should be made for distribution to

. Members of the advisory committee, including ex officio members

. Administrative personnel

. All business and office education faculty members

DIRECTORY

Once it is known exactly who the members of the advisory committee are, it is suggested that a directory be published for distribution to all individuals involved with the committee.

A directory should include

. Advisory committee members
(Including ex officio members)

Official company title
Company address
Company telephone number and extension

. Administrative personnel
(Board of education, superintendent, director, supervisor, principals)

Business title
Business address
Business telephone number and extension

. School personnel
(Business and office education faculty members)

Program
School address
School telephone number and extension

It is important to update the directory as members of the advisory committee change. There is a possibility that the directory could be included as part of an advisory committee handbook. This suggested directory and handbook may be developed individually for each program. On the other hand, the central administrative office may prefer one consolidated handbook and directory for the total advisory committee effort.

INFORMATION FLOW

Each school must establish a procedure for acting upon the advice and recommendations of the advisory committee.

It is absolutely essential that the chairperson or his designated representative follow through on all recommendations. A suggested form is included in the appendix on page 56.

Also, since public relations is so important, members of the advisory committee should be recognized for their help to the program. This can be accomplished by providing information to local newspapers and radio stations, as well as school and business publications.

APPRECIATION

It would be impossible to compensate loyal advisory committee members for their time and talent devoted to cooperating with the school. Therefore, it seems appropriate to find ways of showing appreciation to members. This may be accomplished through one or more of the following suggestions

- A thank-you letter
- Newspaper articles
- Radio spots
- Advisory committee group picture for display in business and office education laboratory
- A framed certificate of appreciation
- A plaque
- A dinner for advisory committee members, administrative personnel, and business and office education faculty members
- Invitation to a banquet of business and office education department

For an example of the "Certificate of Appreciation," see page 58 in the appendix. Certificates are available from the

Division of Vocational Education
Business and Office Education Service
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43512

The cost for each certificate is 50¢

IT IS MEN AND IDEAS WHICH HAVE CONSTRUCTED OUR PAST AND WHICH WILL FORGE OUR FUTURE.

- - Karl T. Compton

BIBLIOGRAPHY

SELECTED ANNOTATED BIBLIOGRAPHY	22
ADDITIONAL RESOURCES	36
EVERY CHAIRPERSON SHOULD HAVE...	38

SELECTED ANNOTATED BIBLIOGRAPHY

Adams, R. N. "How To Use Advisory Committees." Ohio School Board Journal, 11 (November, 1967), pp. 16-18.

The author gives his views on the organizational structure and function of advisory committees. He lists 10 pitfalls to avoid with advisory committees.

"Advisory Groups." Nation's Schools, 84 (September, 1969), p. 42.

The Bronx High School established an advisory committee to help with various demands made by students. In one year, five recommendations were made and accepted by the administration.

Aikin, Brenton R. "Let's Join the Community." The Balance Sheet, 43 (March, 1962), p. 319.

The article suggests having businessmen work with teachers and students in four important areas--keeping up to date on current employment needs and personnel practices; skill training and development in specific areas; equipment and facilities; and "employment comprehension"--habits, attitudes of employment, getting along with fellow employees, and community economic understanding.

The Advisory Committee and Vocational Education. Washington, D. C.: American Vocational Association, 1969.

Quoting from the publication, "The main points to be made about advisory committees are that they are unique in their ability to provide occupational information and help for vocational education programs; their organization, name and function can be tailored to specific situations and needs; and, their value has long been established."

Arnspiger, Carl. "The Advisory Committee in Distributive Education." High School Journal, 42 (March, 1959), pp. 198-200.

This program has three members on the advisory committee. The author describes each member's role and contribution.

Awrey, E. R. "Why Not Use an Advisory Committee?" School Shop, 26 (November, 1966), pp. 46-48.

Awrey tells how advisory committees were used to help a technical school. His suggestions could serve as a guide for establishing business and office education advisory committees.

Ayars, Albert L. "How Business and Industry Are Helping the Schools." Saturday Review (October 17, 1964), pp. 57-58.

The article describes the improvement in instructional services; upgrading teachers through workshops, research, and travel; and aid to administration and education when business and education got together.

Bankey, Peggy and Huss, Phyllis. "How Penta County's COE Advisory Committee Works." The Ohio Business Teacher, 30 (April, 1970), pp. 42-43.

These cooperative office education coordinators give the reader an outline they used when they set up their advisory committee. Other suggestions are given for the operation of a committee specifically related to cooperative office education.

Bennett, James G. "Evaluation of Advisory Committees." Business Education Forum, 28 (April, 1974), pp. 17-19.

Studies of advisory committees were made in Ohio and in New Jersey. Materials from both are compared in this article. Recommendations are made by proposing questions to the reader.

Berg, R. "Advisory Committees." Illinois Education, 58 (December, 1969), pp. 157-159.

Berg describes how an advisory committee was used at College of DuPage. Business and office education could capitalize on the success of this committee.

Blumenberg, Eleanor. "School-Community Advisory Council: For Better or For Worse?" Journal of Secondary Education, 46 (February, 1971), pp. 60-62.

This article shows how a school-community advisory council functioned. Many of the ideas and problems relate to business and office education situations.

Bryant, Barbara E. "Get the Taxpayers on Your Team." School Management, 12 (November, 1968), pp. 41-45.

The role played by these citizens is similar to the results business and office education programs can get from their advisory committees.

Buell, Clayton E. "Roles of Lay and Professional Persons." The Bulletin of the National Association of Secondary School Principals, 47 (October, 1963), pp. 28-29.

Buell says, "The layman's role in an educational advisory capacity is not unlike the role of the educator when he is asked to serve on the board of a hospital or mental health center." Laymen and educators can work together with favorable results.

Burt, Samuel M. "If I Were a Member of a Vocational Educational Committee." Industrial Arts and Vocational Education, 57 (February, 1968), pp. 30-31.

Samuel Burt presents the businessman's point of view when he is selected to serve on advisory committees.

_____. Industry and Vocational-Technical Education. New York: McGraw-Hill Book Company, 1967.

The text is devoted to the ways industry works with vocational and technical education. Advisory committees are advocated on the local, state, and national level. The book contains many ideas and examples throughout, and an excellent appendix follows each chapter.

_____. "Strengthening Volunteer Industry Service to Public Education." Staff paper. Kalamazoo, Michigan: The W. E. Upjohn Institute for Employment Research, 1971.

Industry must want to be involved and take time for meetings and projects, and educators must view industry as an ally for advisory committees to function adequately. Suggestions are given for improving existing programs, upgrading staff and administration, helping students and working through good public relations.

_____. "The Volunteer in Vocational Education." Staff Paper. Kalamazoo, Michigan: The W. E. Upjohn Institute for Employment Research, 1969.

The purpose of this paper is to get a committee member excited about advisory committees. This is an excellent publication to distribute to advisory committee members.

_____. and Lessinger, Leon M. Volunteer Industry Involvement in Public Education. Lexington, Massachusetts: D. C. Health and Company, 1970.

This text provides and emphasizes many of the thoughts in Burt's other writings. It is an excellent resource item when working with advisory committees.

_____. "What Is Your Advisory Committee Doing?" American Vocational Journal, 40, (May, 1965), p. 15.

In this article Burt describes a study of how local advisory committees work with schools. The results of the survey are available to interested educators.

Cardoza, Matthew E. "Vocational Education Act of 1963." The Balance Sheet, 47 (September, 1965), p. 3.

Local advisory committees should be organized to help in the development of a business program. Cardoza suggests committee members represent business, office management, and labor. There should be a chairman and secretary, with rotation of membership terms.

Coghlan, Beth. "How to Work Effectively with the Business Community." Business Education Forum, 12 (March, 1958), p. 33.

The article tells the importance of having an advisory committee for distributive education for Seattle city schools. The author describes the "musts" for an effective committee.

Engelking, Harold. "How to Run Fast and Build a Solid Foundation." American Vocational Journal, 43 (October, 1968), p. 26.

The differences between advisory committees which are on paper and those which are functioning is emphasized. The author lists the characteristics which he feels are necessary for success.

Fusco, Gene Carl. Improving Your School Community Relations Program. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1967, pp. 28-32.

This author tells how citizens' committees can work with schools, types of committees, problems with which they can become involved, and guidelines for measuring an effective committee.

Golden, Elroy E. "The Advisory Committee Links School and Community." Business Education Forum, 24 (January, 1970), p. 10.

The article gives four specific questions which need to be answered when organizing an advisory committee. The author states, "The committee size must be small enough to do the work, but large enough to offer several viewpoints."

Gratz, Jerre E. "An Advisory Committee Links School and Business." Business Education World, 38 (September, 1957), p. 30.

A group of office managers from outstanding companies in the area and local business education teachers have round-table discussions to help school business programs become more realistic.

Haines, Peter G. and Mason, Ralph E. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1965, pp. 156, 165.

It is suggested that advisory committees be used to help provide direction. The advisory committee should be formed to meet the needs of the school.

Hallstrom, Ronald W. "Try an Advisory Committee." Business Education Forum, 17 (December, 1962), p. 17.

The advisory committee in Rockford, Illinois, was established when businessmen became concerned about the academic background of students they were employing. The article describes how they set up their advisory committee and the role of the committee.

Heath, Phyllis. "Successful Administration of COE Programs." Business Education Forum, 26 (May 1972), pp. 33-35.

This author has used advisory committees to assist in placement and evaluation of students in cooperative office education. This school has a city-wide committee as well as program committees.

Hendon, Betty J. "Guidelines for Cooperative Work Experience." The Journal of Business Education, 46 (December, 1970), pp. 113-114.

The author advocates waiting one year after starting business and office education programs to choose advisory committees and then select businessmen who have majored in business administration or business education.

Holt, I. L. "Case of the Advisory Committee." Industrial Arts and Vocational Education, 54 (February, 1965), p. 31.

Holt recommends 10 guideposts to follow in establishing an advisory committee. This author feels an advisory committee "must be approached with enthusiasm and a desire to have it function for the benefit of all."

Hopkins, Gerald F. "Using Citizen Advisory Committees." The Bulletin of the National Association of Secondary School Principals, 41 (April, 1957) pp. 148-150.

This principal believes a school belongs to the people of the community and these people are entitled to know about programs. His school has had great success in working with advisory committees.

"How To Use Citizens' Committees." School Management, 8 (February, 1964), p. 94 ff.

The 10 ground rules establish for a citizens' committee in this community could be used for business and office education advisory committees.

Hull, J. H. "Merits and Difficulties of Lay Advisory Committees." American School Board Journal, 134 (March, 1957), pp. 47-49.

A study of 37 advisory committees in the United States compared short-term with long-term committee memberships. Hull discusses the advantages, caution areas, and suggestions for successful committees.

Jobe, Max E. and Marlon, Michael. "Joining Forces in Maryland: State and Local Councils." American Vocational Journal, 47 (December, 1972), pp. 75-76.

One of the major goals of the Maryland Advisory Council on Vocational Technical Education is the support of local vocational advisory council programs. Through the results of a survey of attitudes on vocational education made by citizens in Frederick County the council and educators were able to improve the quality of education in the schools.

Law, Gordon F. Cooperative Education. Chicago Illinois: American Technical Society, 1970, pp. 17-19.

An advisory committee was organized to assist and promote the program. Purposes were to generate interest in the program, to determine present and future needs, to evaluate, and to develop community understanding.

Martin, Thomas B. "20 Ways to Building Good Business Community Relations." The Balance Sheet, 53 (October, 1971), pp. 58-60.

The author suggests 20 ways for a business teacher to build a good community relations program. The advisory committee gave business an opportunity to be involved with the school.

McGee, R. T. "How To Make Committees Worth Appointing." School Management, 14 (November, 1970), p. 12.

Six helpful steps to follow when working with useful committees are suggested in this article. Included is a sample form letter appointing members of a task committee and specifying details of their job.

McKune, E. J. "Do Educators Want Laymen's Help?" School Executive, 75 (February, 1956), pp. 62-65.

A survey showed that the majority (80%) of educators enrolled in a summer session at Colorado State College of Education preferred the help of advisory personnel. One of the major conclusions was that the more professional training an educator has, the more he favors the assistance of advisory personnel.

McMahon, Gordon G. Curriculum Development in Trade and Industrial and Technical Education. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972, pp. 73-74.

This advisory committee helped educators and students in bridging the gap between the classroom and the job market.

Moore, Harold W. "Capitalize on an Advisory Committee." Business Education Forum, 22 (January, 1968), pp. 28-29.

This advisory committee cooperates with programs in general, instructional program, recruitment, selection and placement of students, and public relations.

Nagel, James Edward. "Characteristics of Effective Vocational Education Occupational Advisory Committees in Secondary Schools of the United States." Research for a doctoral dissertation, University of North Dakota, 1971.

The study is based on the results of a survey. Twenty-two conclusions are presented, along with guidelines for duties and functions of an advisory committee.

Neel, Reba E. "Public Relations." The Journal of Business Education, 30 (February, 1955), pp. 219-220.

An advisory committee is an effective public relations instrument and provides administration and business teachers with practical advice regarding training in the business field.

Nelson, Jay L. "200 Advisors Serve 'Trade Tech'." American Vocational Journal, 40 (May, 1965), pp. 12-13.

The following quote summarizes the article effectively: "How important are these committees to the school? At Trade Tech, we consider them as vital to the operation and progress of our institution as the administration itself."

Norris, Carol. "How Education and Industry Can Work Cooperatively." National Business Education Quarterly, 37 (May, 1969), pp. 36-44.

The advantages and disadvantages of an advisory committee are discussed. The author sees the advisory committee as the best means of communication between business and education.

Ohio Department of Education. Advisory Committees, Distributive Education Operations Manual #3. Columbus, Ohio: The Ohio State University, 1966.

This manual for advisory committees was written by several distributive education teachers and has some suggestions which might be applicable to business and office education.

Ohio Department of Education. Manual of Operation, Trade and Industrial Education Services. Section XVI. Columbus, Ohio, July, 1970.

Advisory committees are valuable in meeting current and future employment requirements. The subheadings include types, membership, membership rotation, meetings, agenda, topics for discussion, minutes, duties of chairman, and duties of secretary.

Ohio Department of Education. Ohio State Plan For The Administration of Vocational Education. Columbus, Ohio. Revised 1972, p. 134.

In accordance with the Ohio State Plan, it is suggested that advisory committees be used effectively at the local level.

O'Neal, John F. "Citizens' Committees Can Help Schools if Mission and Deadline Are Specific." Nation's Schools, 66 (October, 1960), pp. 87-90.

A survey of the advisory committees in the New York State schools was taken to determine what the committees were doing, how they carried on their work, and how successful they were. In conclusion, the author feels these committees certainly strengthen public understanding and support for education.

_____. "The Status, Structure, and Functions of Citizens' Advisory Committees." The Journal of Educational Research, 55 (September, 1961), pp. 29-32.

O'Neal writes concerning the operation of the advisory committees used in New York. Recommendations are given to support the outline in this bulletin. He also points out that committees should never be rubber stamps. The committees should be formed only if there is a job to be done.

Pay Check Education. Fourth Annual Report, Ohio Advisory Council for Vocational Education, Fiscal Year 1973. Columbus, Ohio. November, 1973, p. 7.

Under Recommendation 4, the Ohio Advisory Council believes the Ohio State Board of Education should continue to emphasize local advisory committees for vocational programs.

Price, James G. "Survey of Advisory Committees in Vocational Education in Ohio Public School Districts." Survey in Ohio by the supervisor of the Research, Survey, Evaluation and Exemplary Programs, Division of Vocational Education, Ohio Department of Education, 1974.

The study serves as an informational tool in the operation of advisory committees in business and office education.

"Public Relations for Intensive Office Education." Pamphlet mimeographed from a Public Relations Workshop, Bowling Green State University, July, 1970.

This pamphlet describes ways of getting publicity for business and office education programs. Ideas for advisory committee releases and radio spots could be taken from it.

Purvis, Marie. "Using Advisory Councils." Journal of Home Economics, 50 (February, 1958), p. 116.

This is an abstract of the author's thesis based on a review of the literature and a questionnaire for organizing and using advisory committees.

Riendeau, Albert J. "Advisory Committees and Their Functions." The Role of the Advisory Committee in Occupational Education in the Junior College. Chapter IV. Washington, D. C.: American Association of Junior Colleges, 1967, pp. 26-32.

This chapter describes the function of the advisory committee to provide a better understanding and closer cooperation between vocational education and industry. The author emphasizes that the committee does not have administrative authority--its function is to give advice.

Riley, Fran. "Working with the Working Press." Secretary, 25 (December, 1965), pp. 8-9.

This is an excellent guide for getting newspaper publicity for an organization.

Roberts, Roy W. Vocational and Practical Arts Education. New York: Harper and Row Publishers, 1965, p. 135 ff.

The importance of advisory committees, their duties, selection of members, and the number of members are emphasized in this article.

Ruskin, Arnold P. "Industry Cooperation: A Guide for Effective Cooperation." Industrial Arts and Vocational Education, 58 (November, 1969), pp. 88-94.

The functions of an advisory committee are discussed in this article. These functions are related to industrial arts programs, but can be applicable to a business and office education advisory committee.

Schindel, Philip W. "The Role of Business in Cooperating with the school." American Business Education Yearbook. Washington, D. C.: American Business Education Association, 1944, pp. 181-187.

Business and education can help one another because they have a similar interest. Business has an opportunity to tell what it wants--education trains for business.

Sharpe, Hollie W. "How to Take Minutes of a Business Meeting." The Balance Sheet, 54 (December, 1972-January, 1973), pp. 172-173.

This article gives the essentials that minutes should contain, the mechanics of taking minutes, two ways to record long reports, and some obstacles in the recording. The thoughts would be helpful for the recorder of an advisory committee.

Sherck, C. Paul. "Impact of the St. Louis Advisory Committees." American Vocational Journal, 47 (April, 1972), pp. 33-35.

Committees were set up for each trade. The role of the member was defined and guidelines were established. The committees worked with the instructors

selecting equipment, stressing live work, providing consultants, and helping with program direction. A sample agenda of one of their meetings is included.

Stanger, Norman R. "A New Slant on Using Trade Advisory Committees." American Vocational Journal, 38 (April, 1963), pp. 29-30.

An excellent guideline is presented for establishing and working with advisory committees. The article includes a section on all aspects of advisory committees.

Sumption, Merle R. "The Citizens Advisory Committee." Chapter 5. School-Community Relations. New York: McGraw-Hill Book Company, 1966, pp. 75-100.

The types of advisory committees that schools can use, their formation and function, and dangers to be avoided are discussed in this chapter. Many ideas can relate to business and office education advisory committees.

Swalec, John J. "When You Call Your Consultant Board Together." Industrial Arts and Vocational Education, 61 (March, 1972) pp. 102-105.

Four charts are presented in this article for the organization of an advisory committee. This author feels that if the proper framework is set, educators will not be frightened when working with the community.

Terwilliger, J. "Needed: More Citizen Participation." Illinois Education, 52 (October, 1963), pp. 58-59.

The ideas behind citizen participation found in this article can be related to the formation guidelines in setting up a business and office education advisory committee.

Turner, Harold E. "How Shall the Citizen Be Involved?" Educational Leadership, 20 (May, 1963), pp. 499-502.

Advisory groups are important to the school in order for the community to be involved with education, in this author's opinion. A very serious pitfall of committees is they do not know what is needed and how they should relate to the educational picture.

"Utilizing Community Resources in Distributive Education." American Vocational Journal, 47 (May, 1972), pp. 24-26.

This article suggests how an advisory committee can assist a program with training guides and profiles, in-school programs, and community activities.

U. S. Department of Education. Administration of Vocational Education, Bulletin No. 1, Revised 1966. Washington, D. C.: Government Printing Office, 1967.

Under regulation 104.13 of this bulletin, advisory committees are needed for the development of instruction.

U. S. Department of Health, Education, and Welfare. "The Effective Use of Advisory Committees." Chapter VII. Organization and Operation of a Local Program of Vocational Education. Washington, D. C.: Government Printing Office, 1968.

Since vocational education has goals for work preparation, the advice should come from individuals in the occupations for operation of the various programs.

Warriner, C. "Layman and His Contribution to Our Schools." School Executive, 75 (April, 1956), pp. 62-64.

The article was prepared by a layman who told how she felt advisory committees could aid the total school program. Some of her guidelines for group action relate to business and office education advisory committees.

Wenrich, J. William, and Wenrich, Ralph C. Leadership in Administration of Vocational and Technical Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1974, pp. 163-164.

Advisory committees can be helpful in gaining community support for vocational-technical education. A general committee is suggested for technical education.

Wilbur, F. Parker. "Advisory Committees and the Business Curriculum." National Business Education Quarterly, 36 (December, 1967), pp. 19-24.

This is an excellent article to read for suggestions on establishing an advisory committee in the two-year college program. The topics would be helpful to the business and office education instructor.

Wilson, J. Douglas. "More About Advisory Committees." Industrial Arts and Vocational Education, 42 (November, 1953), pp. 291-294.

The article answers 12 questions educators may have about forming and utilizing advisory committees. This author feels that the committee helps with community understanding of the school's program. The author suggests providing a professional library for committee members.

_____. "Purpose and Utilization of Advisory Committees." Industrial Arts and Vocational Education, 42 (January, 1953), pp. 3-5.

The following topics are discussed in this article: purpose of advisory committees, value of advisory committees, initial assistance of advisory committees, and administration and teacher responsibilities.

Wray, Ralph D. "Resolving the Teacher-Coordinator's Dilemma." The Journal of Business Education, 49 (October, 1973), pp. 17-18.

The article suggests using advisory committees for input and counsel as well as endorsement for business and office education programs.

Yoder, George N. "Let's Make Use of Our Advisory Committee." Industrial Arts and Vocational Education, 51 (December, 1962, p. 18.

The author tells the merits of an advisory committee and some of the services it can provide to a school program.

Zimmer, Kenneth. "Meeting with the Advisory Committee." The Journal of Business Education, 32 (December, 1956), pp. 117-118.

The author tells about the first meeting of a Richmond, Virginia, advisory committee consisting of businessmen, school administrators, representatives from civic groups, members of the National Office Management Association, and two members of Congress.

ADDITIONAL RESOURCES

Anderson, Gary L. "An Annotated Bibliography of Selected Material on Advisory Committees Related to Distributive Education." An unpublished Master of Arts thesis, Michigan State University, 1969.

Bible, B. L. "Advisory Committee Members Want to Know Their Responsibilities." Agricultural Education Magazine, 34 (October, 1961), pp. 81-82.

Bugdale, D. "Use of Advisory Committee For a Wisconsin Young and Adult Farmer Program." Agricultural Education Magazine, 35 (October, 1962), pp. 68-69.

Carter, J. M. "Coordinating the Work of State and Local Advisory Councils." Agricultural Education Magazine, 42 (March, 1970), p. 219.

Citizens Advisory Committees. Washington, D. C.: Educational Research Service of the National Education Association, 1968.

Dickerman, H. E. "Advisory and Joint Apprenticeship Committees." American Vocational Journal, 31 (May, 1956), pp. 20-21.

Dillion, R. D. "How Teachers Use Advisory Committees." Agricultural Education Magazine, 43 (August, 1970), p. 49.

Dorris, W. "Why an Advisory Committee?" Agricultural Education Magazine, 29 (July, 1956), p. 5 ff.

Farese, Lois A. "A Survey to Determine the Scope and Significance of Advisory Committees in Distributive Education Programs of New Jersey High Schools." An unpublished Master of Arts project, Montclair State College, 1972.

Flis, James R. "Suggested Procedures for Initiating Secondary School Cooperative Part-Time Programs." An unpublished Master of Arts thesis, University of Minnesota, 1962.

Fusco, Gene C. Citizen Committees for Better Schools. Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1964.

Giddings, Glenn W. "Does Industry Have a Responsibility to Education?" Education Age, April-March, 1965, pp. 6-9.

Gratz, Jerre E. "Business of Advisory Committees." American Vocational Journal, 32 (December, 1957, p. 22.

Guilinger, J. W. "Advisory Committees for Vocational Education." Agricultural Education Magazine, 42 (June, 1970), p. 314.

Howard, K. "Successful Use of Advisory Committees." Agricultural Education Magazine, 43 (August, 1970), p. 41 ff.

King, Sam W. Organization and Effective Use of Advisory Committees. Bulletin No. 288, Trade and Industrial Education Series No. 71 (OE-84009). Washington, D. C.: U. S. Department of Health, Education and Welfare.

Knuti, L. L. "Advisory Committees Should Evaluate." Agricultural Education Magazine, 30 (August, 1957), p. 28 ff.

Martinie, W., and Sampson, W. "Advisory Councils in Agricultural Education." Agricultural Education Magazine, 42 (July, 1969), pp. 20-21.

McComas, J. "Ten Commandments in Using Advisory Committees." Agricultural Education Magazine, 35 (October, 1962), pp. 71-72.

McKinney, F. L. "Operation and Functions of Citizens' Advisory Committees." Agricultural Education Magazine, 42 (April, 1970), pp. 264-265.

Mulvane, J. B., and Wolf, W. H. "Using Advisory Committees Wisely." Agricultural Education Magazine, 44 (February, 1972), pp. 210-211.

Porter, G. H. "How One District Is Improving Vocational Agriculture." Agricultural Education Magazine, 34 (October, 1961), pp. 76-77.

Reibman, Paul. "The Status of Distributive Education Advisory Committees in the State of Illinois." Master of Science Thesis, Northern Illinois University, 1973.

Shotwell, H. D. "A Public Relations Program for Distributive Education." DE Today, 6 (Spring, 1973), p. 7.

_____. "The DE Advisory Committee." DE Today, 5 (Spring, 1972), p. 5.

Stadtand, Ronald W. and Jensen, Thomas R. "Functional Advisory Committees for Vocational-Technical Education." Journal of Industrial Teacher-Education 4 (December, 1966).

Woodin, R. J. "Long-Time Advantages of the Advisory Committees." Agricultural Education Magazine, 31 (December, 1958), pp. 133-134.

EVERY CHAIRPERSON SHOULD HAVE...

A copy of

"The Advisory Committee and Vocational Education" available from

Publication Sales
American Vocational Association
1510 H Street N. W.
Washington, D. C. 20005

Single copy $1.25

In addition

"Strengthening Volunteer Industry Service to Public Education" is a basic manual for school administrators and business executives. Available from

The W. E. Upjohn Institute For
Employment Research
300 South Westnedge Avenue
Kalamazoo, Michigan 49007

Single copy $.50

Also

For a discussion of the rights and responsibilities of advisory committee members, obtain a copy of "Volunteers in Vocational Education: The Industry-Education Advisory Committee Member," by Samuel M. Burt. Individual copy free upon request from

The W. E. Upjohn Institute For
Employment Research
300 South Westnedge Avenue
Kalamazoo, Michigan 49007

Second copy $.35

OUR TRUE STRENGTH IS NOT IN OUR MACHINES, SPLENDID AS THEY ARE, BUT IN THE INQUISITIVE, INVENTIVE, INDOMITABLE SOULS OF OUR PEOPLE.

- - Dwight D. Eisenhower

APPENDIX

LETTER OF INVITATION	40
INFORMATION SHEET	41
LETTER ANNOUNCING FIRST MEETING	43
AGENDA - - FIRST MEETING	44
NEWS RELEASE	45
MEETING CHECKLIST	46
MINUTES RECORDING FORM	47
COVER LETTER FOR MINUTES	49
MINUTES	50
ADVISORY COMMITTEE HANDBOOK	53
LETTER ANNOUNCING SECOND MEETING	54
AGENDA - - SECOND MEETING	55
FOLLOW-UP MEMORANDUM	56
THANK YOU LETTER	57
CERTIFICATE	58

L E T T E R H E A D

Letter of invitation

September 15, 1974

Mr. Red E. Cash, Vice President
County Savings & Trust Co.
121 Currency Boulevard
Anytown, OH 00000

Dear Mr. Cash:

This letter is our invitation for you to assist the youth of Good High School by serving on the Clerical Program Advisory Committee. Community leaders like you are needed to help the school provide marketable skills for students planning business careers.

Forty-five students are currently enrolled in the Clerical Program--24 juniors and 21 seniors. This is a vocational program designed for students planning a career in the office occupations. The program is designed to duplicate and simulate an office atmosphere as closely as possible. Intensive training is given in typing, accounting, business English, business math, office machines, and related office procedures over a two-year period.*

The advisory committee's major purpose this year will be to evaluate our present curriculum and to make suggestions for improvement. We will meet in the fall and spring; additional meetings will be planned if needed. The meetings will last no longer than one and one-half hours.

Please complete the enclosed information sheet and return it by September 25. Following your acceptance, you will receive further details.

If you have any questions, please call Myrtle Robbin, senior clerical instructor, at your convenience (673-9595, Ext. 249).

Respectfully,

Superintendent (or
Designated Representative)

gk

Enclosure: Information Sheet

*If a brochure describing the program is available, it could be enclosed with the letter; and this paragraph could be omitted.

PLEASE COMPLETE, FOLD AND RETURN

_____ YES, I am willing to serve Good High School as a member of the Advisory Committee for the Clerical Program.

_____ NO, I am unable to serve at this time but would like to serve in the future.

_____ NO, I am unable to serve.

FOLD FOLD

- - - -

STAMP

Mrs. Myrtle Robbin
Senior Clerical Instructor
Good High School
75 Opportunity Street
Anytown, OH 00000

50

Letter announcing the first meeting

October 1, 1974

Mr. Red E. Cash, Vice President
County Savings & Trust Co.
121 Currency Boulevard
Anytown, OH 00000

Dear Mr. Cash:

Welcome to the Good High School Clerical Program Advisory Committee. Our first meeting is planned for Wednesday, October 15, at 4 p.m. in Room 544 at the high school, 75 Opportunity Street.

As you will notice on the enclosed agenda, two of the items we are planning to discuss are curriculum and equipment needs for the clerical program. We want to provide a program which will satisfy the requirements of our employers in Anytown, and your recommendations are needed. A copy of our existing course outline is enclosed.

I am looking forward to meeting with you on October 15. In order that final arrangements may be made, please return the enclosed reply card by October 10.

Sincerely yours,

Myrtle Robbin
Senior Clerical Instructor

gk

Enclosures: Agenda
Course Outline
Reply Card

Stamped, Self-addressed Reply Card

____ YES, I shall be able to attend the Advisory Committee meeting on October 15.

____ NO, I shall be unable to attend the meeting.

_____
Name

Agenda to be enclosed with letter

A G E N D A

Advisory Committee Meeting

Clerical Program

Good High School

October 15, 1974

I. Introduction of advisory committee members, administration, staff members, and guests

II. Overview of vocational program at Good High School

III. Explanation of vocational alphabet

IV. Tour of business and office education facilities

V. Functions of an advisory committee

VI. Presentation and discussion of clerical curriculum

VII. Equipment review

VIII. Other

IX. Closing comments

New release announcing advisory committee selection

Good High School
Myrtle Robbin, Senior Clerical Instructor
673-9595, Ext. 249

FOR IMMEDIATE RELEASE

Advisory Committee Selected for Good High School Clerical Program

Anytown, Ohio--Good High School Clerical Advisory Committee members have been chosen for 1974. The first meeting will be held at 4 p.m., October 15, 1974 at Good High School. Committee members are as follows:

Steve Allen, Director, Chamber of Commerce
Joe Carr, Owner, Suburban Auto Sales
Red E. Cash, Vice President, County Savings & Trust Company
Ed U. Cator, Junior Clerical Instructor
Art Hanson, Editor, Daily Chronicle
Jenny Johnson, Legal Secretary, Peck and Raleigh, Attorneys at Law
Hiram Jones, Personnel Director, Biway Products
Myrtle Robbin, Senior Clerical Instructor
Kate Walters, Service Representative, Ohio Bell Telephone Company

Members will tour the business and office education facilities, evaluate curriculum and equipment needs, and discuss the functions of this committee.

The clerical program is a vacational program designed for students planning a career in the office occupations. The program duplicates and simulates an office atmosphere as closely as possible. Currently, 45 students are enrolled in the program--24 juniors and 21 seniors. Intensive training is given in typing, accounting, business English, business math, office machines, and related office procedures over a two-year period.

Meeting checklist for chairperson

CHAIRPERSON'S MEETING CHECKLIST

_____ If this is the first meeting, has someone been appointed to take minutes?

_____ Have members been reminded of the meeting?

_____ Has the meeting room been scheduled?

_____ Have provisions been made for parking?

_____ Have guides, signs, and floor plans been provided?

_____ Have materials such as name tags, notebooks, pencils, notepads, and agenda been assembled?

_____ Have arrangements been made for audio-visual or other special equipment if needed?

_____ Have refreshments been prepared?

_____ Have resource materials been collected?

_____ Other: _____ _____

_____

Minutes recording form

CLERICAL PROGRAM

ADVISORY COMMITTEE MEETING

October 15, 1974

Agenda	Recommendations for consideration
Introductions 1. Advisory committee members 2. Administration 3. Staff 4. Guests	
Overview of Vocational Programs 1. Philosophy 2. Programs offered 3. Plans for future	
Vocational Alphabet 1. BOE 2. COE 3. IOE 4. PRIDE 5. OOEA 6. OEA	
Tour of business and office education facilities	
Functions of an advisory committee 1. Purpose 2. Organization 3. Operation 4. Limitations	

Clerical Curriculum

1. Objectives
2. Course outline
3. Recommendations

Equipment Review

1. Inventory
2. Suggested list

Other

Closing Comments

1. Date for next meeting

This form might be used by the recorder as a source for preparation of the minutes of the meeting.

Cover letter for minutes

October 22, 1974

Mr. Red E. Cash, Vice President
County Savings & Trust Co.
121 Currency Boulevard
Anytown, OH 00000

Dear Mr. Cash:

Your attendance at the October 15 meeting of the Clerical Program Advisory Committee was greatly appreciated.*

Enclosed for your review are the minutes of the meeting. If corrections are needed, they may be made at our December 15 meeting.

You will receive further information about our next meeting during the first week in December. If you have any topic that you would like to have placed on the agenda, please call Myrtle Robbin, 673-9595, Ext. 249, by November 25.

Sincerely yours,

Ed U. Cator, Recorder
Clerical Program
Advisory Committee

gk

Enclosure: Minutes

*If a committee member was not present, the first two paragraphs could be omitted. The following paragraph would be substituted:

We are sorry you could not be with us for our October 15 Advisory Committee meeting. Enclosed for your review are the minutes of the meeting.

M I N U T E S

CLERICAL ADVISORY COMMITTEE MEETING

October 15, 1974

Attendance

The meeting was held in Room 544 at 4 p.m. Myrtle Robbin, senior clerical instructor, called the meeting to order and introduced committee members, administrative personnel, and staff members.

Those present were

Steve Allen, Director, Chamber of Commerce
Red E. Cash, Vice Pres., County Savings and Trust Co.
Ed U. Cator, Junior Clerical Instructor
Art Hanson, Editor, Daily Chronicle
Sylvia Harrison, Vocational Director
Hiram Jones, Personnel Director, BiWay Products
Myrtle Robbin, Senior Clerical Instructor
Kate Walters, Service Rep., Ohio Bell Telephone Co.

Those not in attendance were

Joe Carr, Owner, Suburban Auto Sales
Jenny Johnson, Legal Sec., Peck & Raleigh, Attys. at Law

Good High School Vocational Programs

Sylvia Harrison, vocational director, described the philosophy of the vocational program at Good High School and gave a brief description of each program offered. She also presented an outline of proposed changes and additions to the existing programs.

Vocational Alphabet

Ed U. Cator, junior instructor, explained the vocational alphabet to the Advisory Committee members: BOE, IOE, PRIDE, COE, OOEA, and OEA.

Tour

Students from the junior clerical program assisted in giving committee members a tour of the business and office education laboratory at Good High School.

Advisory Committee Functions

Myrtle Robbin discussed the advisory committee handbook, emphasizing the ways in which the committee would be of help to the clerical program at Good High School. The responsibilities of the chairperson were discussed; Myrtle Robbin was elected chairperson. It was agreed that Ed U. Cator should continue as recorder.

Curriculum

Committee members discussed the course outline which they had received prior to the meeting. Instructors of the clerical program are concerned whether certain subject areas should be included or excluded from the course of study. Art Hanson suggested that spelling be included in both the junior and senior years, as he finds that some of our graduates can't spell. Kate Walters commented that we spend too little time on building telephone skills. She receives many complaints from businessmen in Anytown to this effect. She offered to help us develop this part of the clerical curriculum.

Hiram Jones of BiWay Products, offered to supply our classes with application blanks and any other materials we might wish to use in training students to interview for jobs. He also offered to speak to our classes.

In general, committee members feel that students will be well prepared for office jobs if the existing course outline is followed.

Equipment Review

Myrtle Robbin informed the committee that requests for additional equipment for the clerical laboratory must be submitted before Christmas vacation. Using the Suggested Laboratory Equipment List and the Clerical Laboratory Equipment Inventory as guides, equipment needs for the program were discussed. It was decided that further information was needed and that another meeting should be held some time during December to finalize our equipment recommendations.

Closing Comments

Myrtle Robbin asked if there were any additional items which should be discussed at our meeting in December. No additional items were offered. If a committee member wishes to place an additional topic on the agenda, he is to contact the chairperson by November 25. Our next meeting will be held on Wednesday, December 15, in Room 544 at 4 p.m. The meeting adjourned at 5:25 p.m.

Respectfully submitted,

Ed U. Cator, Recorder

Advisory committee handbook

Educators may want to prepare a handbook for committee members. This could be in the form of a looseleaf notebook a bound notebook, or some sort of folder.

The following list contains suggestions for items which can be a part of the Advisory Committee Handbook:

- Letter of introduction signed by one or more of the following persons: superintendent, principal, vocational director, supervisor, instructor
- Advisory committee directory
- Responsibilities of chairperson, recorder, and members
- List of things the committee can do to help the program
- Philosophy of school, philosophy of vocational education and philosophy of business and office education
- Course description, including program objectives, outline, and job opportunities for graduates
- Inforamtion about youth activities
- Brochure describing business and office program offerings
- Organization chart for the school, including the board of education, superintendent, principal, vocational director, supervisor, instructor, advisory committee
- Floor plans of the vocational facilities and the business and office education laboratory
- Suggested Laboratory Equipment List*
- Inventory of laboratory equipment
- Replacement schedule for laboratory equipment
- Copy of State Operating Criteria*
- Blank pages for notes

*Available from State Department of Education
Division of Vocational Education
Business and Office Education Service
Ohio Departments Building
Columbus, Ohio 43215

Letter announcing second meeting

December 5, 1974

Mr. Red E. Cash, Vice President
County Savings and Trust Co.
121 Currency Boulevard
Anytown, OH 00000

Dear Mr. Cash:

Enclosed is the agenda for our December 15 advisory committee meeting, which will be held at 4 p.m. in Room 544 at Good High School.

An important item for discussion at our meeting will be the purchase of additional equipment for the clerical laboratory. Please review the Suggested Laboratory Equipment List and the Clerical Laboratory Equipment Inventory which you received at our first meeting. Recommendations from our committee for equipment purchases must be submitted to the administration by December 20.

I am looking forward to meeting with you again on December 15. Please let me know whether or not you can attend by returning the enclosed stamped, self-addressed reply card.

Sincerely yours,

Ed U. Cator, Recorder
Clerical Program
Advisory Committee

gf

Enclosures: Agenda
Reply card

Agenda for second meeting

AGENDA

Advisory Committee Meeting

Clerical Program

Good High School

December 15, 1974

I. Approval of minutes of October 15 Meeting

II. Old Business

A. Curriculum

B. Equipment

III. New Business

A. Student awards in the Spring

B. Job opportunities for students

IV. Other

V. Closing comments

Follow-up memorandum

If the advisory committee has made a recommendation and it has been called to the attention of the administration or others, it might be followed up by the use of a memorandum similar to the one shown below.

TO: Sylvia Harrison, Vocational Director

DATE: February 15, 1975

FROM: Myrtle Robbin Senior Clerical Instructor

SUBJECT: Advisory Committee Equipment Recommendations

At our December 15 meeting, the Clerical Program Advisory Committee recommended the purchase of two electronic calculators, each with a single memory capacity.

Our committee will be meeting again on March 15. Please let me know what action has been taken on this matter so that I can give a report at the next meeting.

Recommendation	Estimated Cost	Date

Letter of appreciation

May 15, 1975

Mr. Red E. Cash, Vice President
County Savings and Trust Co.
121 Currency Boulevard
Anytown, OH 00000

Dear Mr. Cash:

Your willingness to serve on the Clerical Program Advisory Committee is appreciated. The effectiveness of this program depends upon the cooperation and participation which you have given.

With your help and recommendations, we have developed a better program which will prepare students for successful business careers. Our students have already benefited from many of your ideas, and other improvements are planned as a result of your suggestions.

Please accept my sincere thanks.

Sincerely yours,

Myrtle Robbin
Senior Clerical Instructor

gf

Certificate of Appreciation

awarded to

Red E. Cash

In sincere appreciation for the cooperation and service extended to our school and community as a member of the Business and Office Education Advisory Committee at

Good High School

during the school year 1975-1976

Clerical Skills Program

ASSISTANT DIRECTOR
BUSINESS & OFFICE EDUCATION SERVICE

SUPERINTENDENT

PRINCIPAL

INSTRUCTOR

Certificate: Artificial Parchment Paper

Printing: Black ink

Screening: State outline and BOE are screened in green ink

TO ORDER: Use address at bottom of page 20

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office Education should be inferred.